



METHODS OF TEACHING ENGLISH IN NON-LINGUISTICAL UNIVERSITIES

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ABSTRACT

Current article looks through the main functions of learning English language as a Second language in modern society and gives examples of motivations in reaching the goal of learning.

Fluency in the English language is now required in practically every aspect of life. New technologies are continuously being introduced to us by science, which never stops. Technical specialization students so require proficiency in the English language, particularly technical English, in addition to understanding of the exact and natural sciences. This is because English-speaking nations mainly the USA make a large number of discoveries and innovations that we are aware of. When a student obtains employment as an engineer in any business, for instance, they will have to familiarize themselves with the operating manuals of the newest imported machinery, which are not yet available in Uzbekistan. These days, no creative initiative in any technical domain could exist without familiarizing itself with breakthroughs from other countries. For this reason, proficiency in English is essential in the modern world. Having motivation is essential when studying English. It is well recognized that subpar performance might result from a student's disinterest in their academics. The drive to act, or motivation, is a dynamic psychophysiological mechanism that governs human behavior and establishes its course, tempo, and stability. [5] According to Bozovic L., a person's motivation is guaranteed when there is a link between the goals they have established and their higher emotions, which give the goals a direct driving force. [1, p. 342] Different scientists categorize the reasons behind learning English differently. The following categories are identified by Gurvich P.B. [2, pp. 50–55] The need to speak a foreign language is known as communicative motivation. Other forms of motivation include linguistic-cognitive motivation, which stems from an interest in the language material; instrumental motivation, which arises from a positive attitude toward specific educational activities; regional studies motivation, which is based on an emotional and personal interest in the nation where the language is being studied; and motivation stemming from an awareness of one's own progress in language mastery.



- aesthetic motivation, which is based on the pleasure students have in performing artistic tasks;

- motivation stemming from their desire to learn the material in its entirety. The foundation for motivation for learning a foreign language is made up of all these kinds. Zimnyaya I. A. highlights the elements that are required for the growth of motivation for learning a foreign language.

There are a few that stand out among them: [4, page 136] - the development of cognitive and communication needs;

- the application of a personalized strategy;
- the relevance of the curriculum content.

Throughout the learning process, there are various ways to boost students' motivation:

- increasing the likelihood that students will experience self-realization;
- implementing a point system to evaluate students' learning;
- creating a favorable psychological climate in the classroom;
- simulating a real-life situation during the learning process (discussions and dialogues);
- active use of modern technologies during classes.

It is important to convey to students how their knowledge will benefit them in the future. As a result, the instructor has to demonstrate to the pupils why his subject matter is relevant to their future endeavors. Students should be driven by outcomes rather than grades. Many scientists have studied the issue of teaching English in technical universities for a very long period. Even now, its importance has not decreased because the days of simply memorizing words without any context are over. Determining a new teaching approach that focuses on the establishment and development of the student's communicative function is therefore very important. [3, p. 339] Reading, translating, and spoken professional communication are the main objectives of studying a foreign language in technical universities.

In this sense, talks and dialogues on a particular subject, listening, watching real scientific documentaries, recounting scientific and technical books, and writing reports are more effective ways to teach in English classrooms. The third category of educational tasks comprises translating the material that has been read, practicing grammar, and acquiring vocabulary that makes sense in context. This necessitates the teacher's daily work in choosing appropriate lesson materials. It should be mentioned that learning and listening to real music is another technique to enhance speech and communication comprehension. Watching news on popular overseas websites is also quite effective. In this way, kids increase their vocabulary and grasp of grammar while also learning new facts. As independent study, a student can watch sports and entertainment programs and read original fiction in a foreign language. All of these teaching strategies help students' oral communication skills, regardless of their level of language proficiency. I also want to draw attention to the following factors that make learning English challenging: a limited vocabulary; difficulties with grammar, pronunciation, and translation; and a deficiency in the core knowledge acquired in school. It's important to remember that teaching English to pupils who have different backgrounds—from nonexistent to fluent—contributes significantly to learning challenges. In order to avoid situations when one student does not comprehend anything and another is bored in class, you should divide the



class into groups based on language proficiency and work with each group at its level. Students often find it difficult to fill in knowledge gaps because they are lazy, lack enthusiasm, lack of time, or they duplicate grammatical tasks from the keyboard at home or use a translator (Yandex, Google).

To sum up, it is important to emphasize once more that the majority of issues with learning English originate in the classroom. Learning challenges are frequently linked to the motivating component. As a result, while selecting a teaching strategy for students in technical specializations, particular consideration is paid to the problem of developing motivation and strategies for boosting it.

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